

WEBBER ELEMENTARY

140 Webber School Rd.
Eastover, South Carolina 29044

GRADES K-5 Elementary School

ENROLLMENT 387 Students

PRINCIPAL Dorothy G. Ham 803-353-8771

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	61	45	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

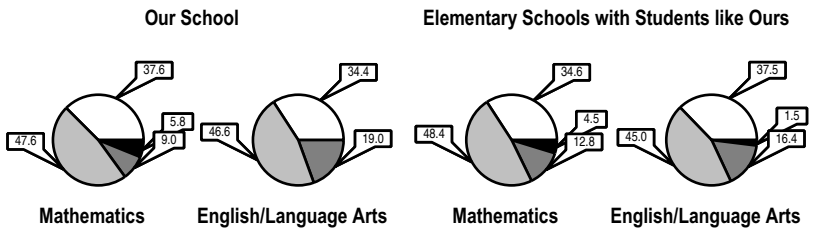
FOR MORE INFORMATION, VISIT WEBSITES AT:




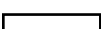
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	38	46
Percent satisfied with learning environment	88.6%	91.9%	83.7%
Percent satisfied with social and physical environment	89.2%	78.4%	73.2%
Percent satisfied with home-school relations	86.1%	86.5%	78.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	204	99.5	34.4	46.6	19.0	N/A	19.0	17.6
Gender								
Male	106	99.1	45.8	43.8	10.4	N/A	10.4	17.6
Female	98	100.0	22.6	49.5	28.0	N/A	28.0	17.6
Racial/Ethnic Group								
White	14	100.0	16.7	58.3	25.0	N/A	25.0	17.6
African-American	187	99.5	36.0	45.1	18.9	N/A	18.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	178	99.4	33.9	45.2	20.8	N/A	20.8	17.6
Disabled	26	100.0	38.1	57.1	4.8	N/A	4.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	204	99.5	34.4	46.6	19.0	N/A	19.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	204	99.5	34.4	46.6	19.0	N/A	19.0	17.6
Socio-Economic Status								
Subsidized meals	171	99.4	36.9	48.4	14.6	N/A	14.6	17.6
Full-pay meals	33	100.0	21.9	37.5	40.6	N/A	40.6	17.6

Mathematics								
All students	204	100.0	37.6	47.6	9.0	5.8	14.8	15.5
Gender								
Male	106	100.0	43.8	45.8	6.3	4.2	10.4	15.5
Female	98	100.0	31.2	49.5	11.8	7.5	19.4	15.5
Racial/Ethnic Group								
White	14	100.0	16.7	58.3	16.7	8.3	25.0	15.5
African-American	187	100.0	39.4	46.3	8.6	5.7	14.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	178	100.0	32.1	51.8	9.5	6.5	16.1	15.5
Disabled	26	100.0	81.0	14.3	4.8	N/A	4.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	204	100.0	37.6	47.6	9.0	5.8	14.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	204	100.0	37.6	47.6	9.0	5.8	14.8	15.5
Socio-Economic Status								
Subsidized meals	171	100.0	42.0	45.2	8.9	3.8	12.7	15.5
Full-pay meals	33	100.0	15.6	59.4	9.4	15.6	25.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	73	N/A	39.4	49.3	11.3	N/A	11.3
	Grade 4	56	N/A	16.4	56.4	27.3	N/A	27.3
	Grade 5	69	N/A	33.8	54.4	11.8	N/A	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	68	100.0	31.7	47.6	20.6	N/A	20.6
	Grade 4	72	98.6	44.6	40.0	15.4	N/A	15.4
	Grade 5	64	100.0	26.2	52.5	21.3	N/A	21.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	73	N/A	58.9	35.6	5.5	N/A	5.5
	Grade 4	56	N/A	42.9	32.1	14.3	10.7	25.0
	Grade 5	69	N/A	48.5	41.2	8.8	1.5	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	68	100.0	46.0	50.8	1.6	1.6	3.2
	Grade 4	72	100.0	20.0	55.4	12.3	12.3	24.6
	Grade 5	64	100.0	47.5	36.1	13.1	3.3	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Down from 4.2%	2.6%	2.4%
Attendance rate	95.1%	Down from 95.9%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.2%	Up from 5.3%	5.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.3%	Up from 5.5%	8.3%	8.0%
Older than usual for grade	1.0%	Up from 0.5%	2.6%	1.1%
Suspended or expelled	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	38.2%	Up from 34.2%	47.6%	50.0%
Continuing contract teachers	64.7%	Down from 65.8%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.7%	Up from 58.5%	81.1%	86.2%
Teacher attendance rate	95.9%	Down from 97.4%	94.9%	95.3%
Average teacher salary	\$38,825	Down 0.1%	\$38,825	\$39,909
Prof. development days/teacher	7.9 days	N/R	13.5 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	15.8 to 1	Down from 16.3 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 92.7%	88.5%	89.7%
Dollars spent per pupil*	\$6,505	Up 12.7%	\$6,512	\$5,892
Percent spent on teacher salaries*	73.1%	Up from 69.2%	65.6%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	64.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Webber Elementary School, located in the lower region of Richland County, is a community school of nearly 500 students in 4-year-old child development through fifth grade. Our school is the pride of rural Eastover, SC.

The 2002-03 school year for Webber brought about both achievements and challenges for the school, the students and the staff. We celebrated our students' accomplishments in competitions in art, writing, math and science. We were most proud of having the Area One Mental Math 5th grade champion at our school. Again, this year there were student winners in the USC Regional Science Fair. One group of girls earned an honorable mention in the medical division for their project entitled "Why Does Our School's Water Taste so Bad?"

Our after-school program was highlighted and recognized at conferences in Kiawah Island, SC; Atlanta, Georgia; and twice in Washington, DC, as an outstanding, comprehensive, extended-day enrichment program.

Because of an only marginal gain in student achievement, we were faced with the challenge of identifying those students who were failing to progress and attacking those weaknesses with strong instructional strategies in the classroom. In looking at what worked in the past, the data pointed out that we must maintain our emphasis on writing school-wide. Writing across the content areas and reading comprehension were our focuses throughout the year.

We continued to make the most of our instructional day with 90-minute math blocks and more than 120 minutes of Reading/English Language Arts daily. Title I funds provided the school with the resources needed to fully implement these and other instructional strategies, such as Accelerated Reader, Sunshine Math, a pilot class of Accelerated Math and our successful after-school tutorial program.

The support of parents, PTA, SIC and our business partners, again proved to be a valuable asset to our school. Through that joint effort of the school and community stakeholders, we successfully completed our school's "Self-Study" to continue our status as an accredited school with the Southern Association of Colleges and Schools accreditation process. Additionally, that support was shown by the overwhelming community participation in all school activities and functions.

Our after-school program's Parent University meetings continue to be well attended and of interest to the community. With the inclusion of an after-school daycare program, provided by the Richland County Recreation Department, and a weekly evening GED program, we met our goal of becoming a 10-hour-a-day, full-service community school.

Our challenge for the new year is to continue to center our focus on school improvement and student achievement by working hand in hand with parents and community to reach our goal of excellence in teaching and learning at Webber Elementary School in Eastover, SC.

Mrs. Dorothy G. Ham, Principal.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.